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ABSTRACT

The Southern Association of Colleges and Schools (SACS) requires that students demonstrate communication competency. It is up to the institution to demonstrate how these competencies are achieved. Broward Community College (Florida) chose to identify competencies using the National Communication Association (NCA) Sophomore Exit Level Speaking and Listening Competencies. These competencies had been developed by a task force and are available on the NCA Website. Advantages to using the NCA Competencies were that the credibility of the work had already been accomplished and it became easier to examine how these competencies would be met. At Broward two existing courses offered by the Communication Department addressed all of the speaking and listening competencies--the Public Speaking course and the hybrid Introduction to Oral Communication course. Broward decided that all students attempting an Associate's Degree must include either of the two courses as part of their general education requirements. An alignment of the Speaking and Listening Competencies and the units of the Common Course Outline show how these courses fill the need of addressing student oral communication competence. This paper contains copies of: The NCA Sophomore Level Speaking and Listening Competencies; Broward Community College Hybrid Course Outline (SPC 1024) with course units and competencies addressed in each unit; and Broward Community College Public Speaking Outline (SPC 1600) with course units and competencies addressed in each unit. (NKA)

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G. Best Practices in General Education

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Broward Community College

Introduction

There are many times that defending the argument for inclusion of speech communication courses in the general education curriculum seems overwhelming. However, sometimes the ammunition needed to win the battle is already built into the system. The Southern Association of Colleges and Schools (SACS) requires that students demonstrate communication competency. This is likely true for other accrediting agencies. It is up to the institution to demonstrate how those competencies are achieved. The institution can decide on the most effective way to address the competencies and that could include requiring an oral communication course .

Broward Community College (Florida) chose to identify competence using the NCA Sophomore Exit Level Speaking and Listening Competencies. These competencies had been developed by a task force and are available from NCA in Communication Is Life (Quianthy 1990) and on the NCA Website. Since these competencies had the endorsement of the national, professional association, reaching consensus on what needed to be part of the general education curriculum was simplified.

There were several advantages to using the NCA Competencies. First, was the credibility of the work that had already been accomplished. Second, it became easier to examine how these competencies would be met. Two existing courses offered by the Communication Department addressed all of the speaking and listening competencies. These were the Public Speaking

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course and the hybrid Introduction to Oral Communication course. Other existing options (e.g. English courses) did not meet all of the competencies. Broward made the decision that all students attempting an Associate's Degree, must include either of the two communication courses as part of their general education requirements.

An alignment of the Speaking and Listening Competencies and the units of the Common Course Outline show how these courses fill the need of addressing student oral communication competence. Once this was done it made the argument for an oral communication course to be part of the general education curriculum.

Following are copies of:

1. The NCA Sophomore Level Speaking & Listening Competencies
2. Broward Community College Hybrid Course Outline (SPC 1024) with course units and competencies addressed in each unit.
3. Broward Community College Public Speaking Outline (SPC 1600) with course units and competencies addressed in each unit.

SOPHOMORE EXIT LEVEL

SPEAKING AND LISTENING COMPETENCIES

The speaking and listening competencies in this chapter were approved by the governing body of the Speech Communication Association in 1985. Considered essential for successful communication, they should be achieved by the end of the sophomore year of college regardless of the student's individual career goal.

After each competency statement, specific behaviors are listed that a student should demonstrate in order to be considered "competent." This listing of behaviors is not intended to be inclusive of all potential communication skills that a student may be required to exhibit; nor is it meant to be prescriptive in defining course content. These are the skills that are considered essential for successful communication.

Strategies for teaching these skills and for assessing student performance are contained in the chapters that follow.

SPEAKING COMPETENCIES

Speaking is the process of transmitting ideas and information orally in a variety of situations. Effective oral communication involves generating messages and delivering them in Standard American English with attention to vocal variety, articulation, and nonverbal signals.

In order to be a COMPETENT SPEAKER, a person must be able to compose a message and provide ideas and information suitable to the topic, purpose, and audience. Specifically, the competent speaker should exhibit the following competencies by demonstrating the abilities included under each statement.

DETERMINE THE PURPOSE OF ORAL DISCOURSE.

1. Identify the various purposes for discourse.

2. identify the similarities and differences among various purposes.

3. Understand that different contexts require differing purposes.

4. Generate a specific purpose relevant to the context when given a general purpose.

CHOOSE A TOPIC AND RESTRICT IT ACCORDING TO THE PURPOSE AND THE AUDIENCE.

1. Identify a subject that is relevant to the speaker's role, knowledge, concerns, and interests.

2. Narrow the topic adapting it to the purpose and time constraints for communicating.

3. Adapt the treatment of the topic to the context for communication.

FULFILL THE PURPOSE OF ORAL DISCOURSE BY:

FORMULATING A THESIS STATEMENT.

1. Use a thesis as a planning tool.

2. Summarize the central message in a manner consistent with the purpose.

PROVIDING ADEQUATE SUPPORT MATERIAL.

1. Demonstrate awareness of available types of support

2. Locate appropriate support materials. .

3. Select appropriate support based on the topic, audience, setting, and purpose.

SELECTING A SUITABLE ORGANIZATIONAL PATTERN.

1. Demonstrate awareness of alternative organizational patterns.

2. Demonstrate understanding of the functions of organizational patterns including:

a. clarification of information

b. facilitation of listener comprehension

c. attitude change

d. relational interaction

3. Select organizational patterns that are appropriate to the topic, audience, context, and purpose.

DEMONSTRATING CAREFUL CHOICE OF WORDS.

1. Demonstrate understanding of the power of language.

2. Select words that are appropriate to the topic, audience, purpose, context, and speaker.

3. Use word choice in order to express ideas clearly, to create and maintain interest, and to enhance the speaker's credibility.

4. Select words that avoid sexism, racism, and other forms of prejudice.

PROVIDING EFFECTIVE TRANSITIONS.

1. Demonstrate understanding of the types and functions of transitions.

2. Use transitions to:

a. establish connectedness

b. signal movement from one idea to another

c. clarify relationships among ideas

DEMONSTRATING SUITABLE INTERPERSONAL SKILLS.

1. Demonstrate appropriate interpersonal skills for various contexts.

2. Display self-awareness as a communicator.

3. Select from a repertoire of interpersonal skills those strategies that enhance relationships.

4. Use a conversational mode through self-presentation and response to feedback .

The COMPETENT SPEAKER must also be able to transmit the message by using delivery skills suitable to the topic, purpose, and audience. Specifically, the competent speaker should exhibit the following competencies by demonstrating the abilities included under each statement.

EMPLOY VOCAL VARIETY IN RATE, PITCH, AND INTENSITY.

1. Use vocal variety to heighten and maintain interest.

2. Use a rate that is suitable to the message, occasion, and receiver.

3. Use pitch (within the speaker's optimum range) to clarify and to emphasize.

4. Use intensity appropriate for the message and audible to the audience.

ARTICULATE CLEARLY.

1. Demonstrate knowledge of the sounds of the American English language.

2. Use the sounds of the American English language.

EMPLOY THE LEVEL OF AMERICAN ENGLISH APPROPRIATE TO THE DESIGNATED AUDIENCE.

1. Employ the level of American English that enhances the speaker's credibility, promotes the purpose, and the receiver's understanding.

2. Demonstrate that the use of technical vocabularies, slang, idiomatic language, and regionalisms may facilitate understanding when communicating with others who share meanings for those terms, but can hinder understanding in those situations where meanings are not

shared.

3. Use standard pronunciation.

4. Use standard grammar.

5. Use language at the appropriate level of abstraction or generality.

DEMONSTRATE NONVERBAL BEHAVIOR THAT SUPPORTS THE VERBAL MESSAGE.

1. Use appropriate paralanguage (extraverbal elements of voice such as emphasis, pause, tone, etc.) that

   a. achieves congruence

   b. enhances the verbal intent.

2. Use appropriate kinesic elements (posture, gesture, and facial expression) that

   a. achieve congruence

   b. enhance the verbal intent.

3. Use appropriate proxemic elements (interpersonal distance and spatial arrangement) that

   a. achieve congruence

   b. enhance the verbal intent

4. Use appropriate clothing and ornamentation that

   a. achieve congruence

   b. enhance the verbal intent.

LISTENING COMPETENCIES

Listening is the process of receiving and assimilating ideas and information from verbal messages. Effective listening includes both literal and critical

comprehension of ideas and information transmitted in oral language.

In order to be a COMPETENT LISTENER, a person must be able to listen with literal comprehension. Specifically, the competent listener should be able to exhibit the following competencies by demonstrating abilities included under each statement.

RECOGNIZE MAIN IDEAS.

1 .Distinguish ideas fundamental to the thesis from material that supports those ideas.

2. Identify transitional, organizational, and nonverbal cues that direct the listener to the main ideas.

3. Identify the main ideas in structured and unstructured discourse.

IDENTIFY SUPPORTING DETAILS.

1. Identify supporting details in spoken messages.

2. Distinguish between those ideas that support the main ideas and those that do not.

3. Determine whether the number of supporting details adequately develops each main idea.

RECOGNIZE EXPLICIT RELATIONSHIPS AMONG IDEAS

1. Demonstrate an understanding of the types of organizational or logical relationships.

2. Identify transitions that suggest relationships.

3. Determine whether the asserted relationship exists.

RECALL BASIC IDEAS AND DETAILS.

1. Determine the goal for listening.

2. State the basic cognitive and affective contents, after listening.

The COMPETENT LISTENER must also listen with critical comprehension. Specifically, the competent listener should exhibit the following competencies

by demonstrating the abilities included under each statement.

ATTEND WITH AN OPEN MIND.

1. Demonstrate an awareness of personal, ideological, and emotional biases.

2. Demonstrate awareness that each person has a unique perspective.

3. Demonstrate awareness that one's knowledge, experience, and emotions affect listening.

4. Use verbal and nonverbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.

PERCEIVE THE SPEAKER'S PURPOSE AND ORGANIZATION OF IDEAS AND INFORMATION.

1. Identify the speaker's purpose.

2. Identify the organization of the speaker's ideas and information.

DISCRIMINATE BETWEEN STATEMENTS OF FACT AND STATEMENTS OF OPINION.

1. Distinguish between assertions that are verifiable and those that are not.

DISTINGUISH BETWEEN EMOTIONAL AND LOGICAL ARGUMENTS.

1. Demonstrate an understanding that arguments have both emotional and logical dimensions.

2. Identify the logical characteristics of an argument.

3. Identify the emotional characteristics of an argument.

4. Identify whether the argument is predominantly emotional or logical.

DETECT BIAS AND PREJUDICE.

1. Identify instances of bias and prejudice in a spoken message.

2. Specify how bias and prejudice may affect the impact of a spoken message.

RECOGNIZE THE SPEAKER'S ATTITUDE.

1. Identify the direction, intensity, and salience of the speaker's attitude as reflected by the verbal messages.

2. Identify the direction, intensity, and salience of the speaker's attitude as reflected by the nonverbal messages.

SYNTHESIZE AND EVALUATE BY DRAWING LOGICAL INFERENCES AND CONCLUSIONS.

1 .Draw relationships between prior knowledge and the information provided by the speaker.

2. Demonstrate an understanding of the nature of inference.

3. Identify the types of verbal and nonverbal information.

4. Draw valid inferences from the information.

5. Identify the information as evidence to support views.

6. Assess the acceptability of evidence.

7. Identify patterns of reasoning and judge the validity of arguments.

8. Analyze the information and inferences in order to draw conclusions.

RECALL THE IMPLICATIONS AND ARGUMENTS.

1. Identify the arguments used to justify the speaker's position.

2. State both the overt and implied arguments.

3. Specify the implications of these arguments for the speaker, audience, and society at large.

RECOGNIZE DISCREPANCIES BETWEEN THE SPEAKER'S VERBAL AND NONVERBAL MESSAGES.

1. Identify when the nonverbal signals contradict the verbal message.

2. Identify when the nonverbal signals understate or exaggerate the verbal message.

3. Identify when the nonverbal message is irrelevant to the verbal message.

EMPLOY ACTIVE LISTENING TECHNIQUES WHEN APPROPRIATE.

1. Identify the cognitive and affective dimensions of a message.

2. Demonstrate comprehension by formulating questions that clarify or qualify the speaker's content and affective intent.

3. Demonstrate comprehension by paraphrasing the speaker's message.

" Chapter 2." Communication Is Life: Essential College Sophomore Speaking and Listening Competencies , Richard L. Quianthy, Project Director. SCA, 1990.

Broward Community College Course Outline

COMMON COURSE NUMBER: SPC 1024

COURSE TITLE: Introduction to Speech Communication

CREDIT HOURS: 3

CONTACT HOURS BREAKDOWN:

Lecture/Discussion 48

Lab

Other

Contact Hours/Week 3

CATALOG COURSE DESCRIPTION:

Prerequisite: None

Corequisite: None

The beginning course in speech is designed to give each student the opportunity to study and to practice the principles and methods involved in communication while participating as a speaker and as a listener. Upon completion of the course, the student should expect to have attained proficiency in the abilities requisite to effective oral communication.

General Education Requirements - Associate of Arts Degree

General Education Requirements - Associate in Science Degree

UNIT TITLES:

1. Public Speaking

2. Small Group Communication

3. Interpersonal Communication

4. Listening

5. Nonverbal Communication

6. Verbal Communication

7. Intrapersonal Communication

8. Persuasion

9. Mass Communication (Optional)

I. Course Overview:

Upon successful completion of this course, the students should be able to become aware and should begin to demonstrate a higher level of proficiency in the abilities requisite to effective communication.

II. Units:

Unit 1. Public Speaking

General Outcome:

1.0 The students should be able to gain an understanding of and practice in the construction and presentation of oral messages.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

1.1 Select and develop a speech topic with particular listeners in mind.

1.2 Organize ideas in a purposeful, cohesive sequence.

1.3 Demonstrate accurate, clear and expressive use of voice, nonverbal communication, and language.

1.4 Develop listening skills in critical evaluation and comprehension.

1.5 Motivate an audience by relating to the audience's attitudes, levels of understanding.

1.6 Formulate and present convincing arguments for an idea through reasoning research.

COMPETENCIES ADDRESSED

1. CHOOSE A TOPIC AND RESTRICT IT ACCORDING TO THE PURPOSE AND THE AUDIENCE.

2.FULFILL THE PURPOSE OF ORAL DISCOURSE BY FORMULATING A THESIS STATEMENT.

3. FULFILL THE PURPOSE OF ORAL DISCOURSE BY PROVIDING ADEQUATE SUPPORT MATERIAL.

4. FULFILL THE PURPOSE OF ORAL DISCOURSE BY SELECTING A SUITABLE ORGANIZATIONAL PATTERN.

5. FULFILL THE PURPOSE OF ORAL DISCOURSE BY DEMONSTRATING CAREFUL CHOICE OF WORDS.

6. FULFILL THE PURPOSE OF ORAL DISCOURSE BY DEMONSTRATING CAREFUL CHOICE OF WORDS.

7. EMPLOY VOCAL VARIETY IN RATE, PITCH, AND INTENSITY.

8. ARTICULATE CLEARLY.

9. EMPLOY THE LEVEL OF AMERICAN ENGLISH APPROPRIATE TO THE DESIGNATED AUDIENCE.

10. DEMONSTRATE NONVERBAL BEHAVIOR THAT SUPPORTS THE VERBAL MESSAGE.

11. RECOGNIZE MAIN IDEAS

12. IDENTIFY SUPPORTING DETAILS.

13. RECOGNIZE EXPLICIT RELATIONSHIPS AMONG IDEAS.

14. PERCEIVE THE SPEAKER'S PURPOSE AND ORGANIZATION OF IDEAS AND INFORMATION.

15. EMPLOY ACITVE LISTENING TECHMQUES WHEN APPROPRIATE.

Unit 2. Small Group Communication

General Outcome:

2. 0 The students should be able to gain an understanding of group processes and leadership formation.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

2.1 Distinguish the factors responsible for group attractiveness and effectiveness.

2.2 Identify factors of the group decision-making proc Understand leadership development roles.

2.3 Understand leadership development roles.

2.4 Effectively participate in a group task.

COMPETENCIES ADDRESSED

1. DEMONSTRATING SUITABLE INTERPERSONAL SKILLS.

2. ATTEND WITH AN OPEN MIND.

3. DISCRIMINATE BETWEEN STATEMENTS OF FACT AND STATEMENTS OF OPINION.

4. DISTINGUISH BETWEEN EMOTIONAL AND LOGICAL ARGUMENTS.

5. DETECT BIAS AND PREJUDICE.

6. RECOGNIZE THE SPEAKER'S ATTITUDE.

7. SYNTHESIZE AND EVALUATE BY DRAWING LOGICAL INFERENCES AND CONCLUSIONS.

8. RECALL THE IMPLICATIONS AND ARGUMENTS.

9. RECOGNIZE DISCREPANCIES BETWEEN THE SPEAKER'S VERBAL AND NONVERBAL MESSAGES.

10. EMPLOY ACITVE LISTENING TECHMQUES WHEN APPROPRIATE.

Unit 3. Interpersonal Communication

General Outcome:

3.0 The students should be able to gain an understanding of and experience in utilizing the factors associated with successful interpersonal relationships.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

3.1 Identify factors promoting interpersonal attractions.

3.2 Identify effects of roles, norms and status on relationships.

3.3 Apply effective uses of feedback.

3.4 Distinguish methods which facilitate conflict resolution.

3.5 Identify effects of trust, openness, spontaneity, and defensiveness on communication.

3.6 Participate in class assignments demonstrating specific principles in human relations.

3.7 Identify factors related to effective communications at work and in the home.

COMPETENCIES ADDRESSED

1. DEMONSTRATING SUITABLE INTERPERSONAL SKILLS.

2. EMPLOY THE LEVEL OF AMERICAN ENGLISH APPROPRIATE TO THE DESIGNATED AUDIENCE.

3. DEMONSTRATE NONVERBAL BEHAVIOR THAT SUPPORTS THE VERBAL MESSAGE.

4. ATTEND WITH AN OPEN MIND.

5. DISCRIMINATE BETWEEN STATEMENTS OF FACT AND STATEMENTS OF OPINION.

6. DISTINGUISH BETWEEN EMOTIONAL AND LOGICAL ARGUMENTS.

7. DETECT BIAS AND PREJUDICE.

8. RECOGNIZE THE SPEAKER'S ATTITUDE.

9. RECOGNIZE DISCREPANCIES BETWEEN THE SPEAKER'S VERBAL AND NONVERBAL MESSAGES.

10. EMPLOY ACITVE LISTENING TECHMQUES WHEN APPROPRIATE.

Unit 4. Listening

General Outcome:

4. 0 The students should be able to gain an understanding of the importance of and problems involved in effective listening.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

4.1 Identify purposes of listening.

4.2 Identify specific barriers that inhibit listening.

4.3 Demonstrate knowledge of methods for improving listening comprehension.

4.4 Identify the factors involved listening in active, empathic, evaluative,

and critical listening.

COMPETENCIES ADDRESSED

1. DETERMINE THE PURPOSE OF ORAL DISCOURSE.

2. RECOGNIZE MAIN IDEAS

3. IDENTIFY SUPPORTING DETAILS.

4. RECOGNIZE EXPLICIT RELATIONSHIPS AMONG IDEAS.

5. RECALL BASIC IDEAS AND DETAILS.

6. ATTEND WITH AN OPEN MIND.

7. PERCEIVE THE SPEAKER'S PURPOSE AND ORGANIZATION OF IDEAS AND INFORMATION.

8. DISCRIMINATE BETWEEN STATEMENTS OF FACT AND STATEMENTS OF OPINION.

9. DISTINGUISH BETWEEN EMOTIONAL AND LOGICAL ARGUMENTS.

10. DETECT BIAS AND PREJUDICE.

11. RECOGNIZE THE SPEAKER'S ATTITUDE.

12. SYNTHESIZE AND EVALUATE BY DRAWING LOGICAL INFERENCES AND CONCLUSIONS.

13. RECALL THE IMPLICATIONS AND ARGUMENTS.

14. RECOGNIZE DISCREPANCIES BETWEEN THE SPEAKER'S VERBAL AND NONVERBAL MESSAGES.

15. EMPLOY ACITVE LISTENING TECHMQUES WHEN APPROPRIATE.

Unit 5. Nonverbal Communication

General Outcome:

5. 0 The students should be able to gain an understanding of the types of nonverbal communication and its uses.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

5.1 Identify nonverbal communication carriers.

5.2 Differentiate the relationships between verbal and nonverbal communication.

5.3 Recognize functions of nonverbal communication.

COMPETENCIES ADDRESSED

1. EMPLOY VOCAL VARIETY IN RATE, PITCH, AND INTENSITY.

2. DEMONSTRATE NONVERBAL BEHAVIOR THAT SUPPORTS THE VERBAL MESSAGE.

3. RECOGNIZE DISCREPANCIES BETWEEN THE SPEAKER'S VERBAL AND NONVERBAL MESSAGES.

Unit 6. Verbal Communication

General Outcome:

6.0 The students should be able to gain an understanding of the various aspects of verbal communication and its uses.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

6.1 Identify the verbal speaking styles.

6.2 Differentiate between connotative and denotative uses of language

6.3 Recognize the cognitive process of encoding and decoding language.

6.4 Differentiate among levels of abstraction.

6.5 Recognize the ethical usages of language appropriate to audience composition.

COMPETENCIES ADDRESSED

1. FULFILL THE PURPOSE OF ORAL DISCOURSE BY: DEMONSTRATING CAREFUL CHOICE OF WORDS.

2. ARTICULATE CLEARLY.

3. EMPLOY THE LEVEL OF AMERICAN ENGLISH APPROPRIATE TO THE DESIGNATED AUDIENCE.

Unit 7. Intrapersonal Communication

General Outcome:

7.0 The students should be able to gain an understanding of the processes involved in creating communication messages.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

7.1 Define factors involved in the communication process.

7.2 Recognize self-concept development and maintenance.

7.3 Recognize effects of language usage on communication.

7.4 Describe various reasoning processes and thinking errors (fallacies).

COMPETENCIES ADDRESSED

1. DETERMINE THE PURPOSE OF ORAL DISCOURSE.

2. FULFILL THE PURPOSE OF ORAL DISCOURSE BY DEMONSTRATING CAREFUL CHOICE OF WORDS.

3. EMPLOY THE LEVEL OF AMERICAN ENGLISH APPROPRIATE TO THE DESIGNATED AUDIENCE.

4. DISCRIMINATE BETWEEN STATEMENTS OF FACT AND STATEMENTS OF OPINION.

5. DISTINGUISH BETWEEN EMOTIONAL AND LOGICAL ARGUMENTS.

6. DETECT BIAS AND PREJUDICE.

7. RECALL THE IMPLICATIONS AND ARGUMENTS.

Unit 8 Persuasion

General Outcome:

8. 0 The students should be able to gain an understanding of how messages are prepared to achieve persuasive goals.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

8.1 Determine effects of reinforcement on attitude.

8.2 Differentiate major theories underlying attitude change.

8.3 Identify effects of source credibility on attitude.

8.4 Identify methods for utilizing persuasion theories to effect attitude change.

COMPETENCIES ADDRESSED

1. DETERMINE THE PURPOSE OF ORAL DISCOURSE.

2. CHOOSE A TOPIC AND RESTRICT IT ACCORDING TO THE PURPOSE AND THE AUDIENCE.

3. FULFILL THE PURPOSE OF ORAL DISCOURSE BY FORMULATING A THESIS STATEMENT.

4. FULFILL THE PURPOSE OF ORAL DISCOURSE BY PROVIDING ADEQUATE SUPPORT MATERIAL.

5. FULFILL THE PURPOSE OF ORAL DISCOURSE BY SELECTING A SUITABLE ORGANIZATIONAL PATTERN.

6. FULFILL THE PURPOSE OF ORAL DISCOURSE BY DEMONSTRATING CAREFUL CHOICE OF WORDS.

7. DEMONSTRATE NONVERBAL BEHAVIOR THAT SUPPORTS THE VERBAL MESSAGE.

8. RECOGNIZE MAIN IDEAS

9. IDENTIFY SUPPORTING DETAILS.

10. RECOGNIZE EXPLICIT RELATIONSHIPS AMONG IDEAS.

11. ATTEND WITH AN OPEN MIND.

12. PERCEIVE THE SPEAKER'S PURPOSE AND ORGANIZATION OF IDEAS AND INFORMATION.

13. DISCRIMINATE BETWEEN STATEMENTS OF FACT AND STATEMENTS OF OPINION.

14. DISTINGUISH BETWEEN EMOTIONAL AND LOGICAL ARGUMENTS.

15. DETECT BIAS AND PREJUDICE.

16. RECOGNIZE THE SPEAKER'S ATTITUDE.

17. SYNTHESIZE AND EVALUATE BY DRAWING LOGICAL INFERENCES AND CONCLUSIONS.

18. EMPLOY ACITVE LISTENING TECHMQUES WHEN APPROPRIATE.

Unit 9. Mass communication (Optional)

General Outcome:

9. 0 The students should be able to gain an understanding of the purposes and techniques used in mass communication and advertising.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

9.1 Identify the major purposes of advertising.

9.2 Recognize how information is diffused throughout society.

9.3 Describe how feedback occurs in mass media

COMPETENCIES ADDRESSED

1. DETERMINE THE PURPOSE OF ORAL DISCOURSE.

2. RECOGNIZE MAIN IDEAS

3. IDENTIFY SUPPORTING DETAILS.

4. PERCEIVE THE SPEAKER'S PURPOSE AND ORGANIZATION OF

IDEAS AND INFORMATION.

5. DISCRIMINATE BETWEEN STATEMENTS OF FACT AND STATEMENTS OF OPINION.

6. DETECT BIAS AND PREJUDICE.

7. RECALL THE IMPLICATIONS AND ARGUMENTS.

8. EMPLOY ACITVE LISTENING TECHMQUES WHEN APPROPRIATE.

Special Student Projects:

Individual Presentations

Take-home Assignments

In Class Exercises

Audio-visual Aids

Group Presentations

Examinations

Broward Community College Course Outline

COMMON COURSE NUMBER: SPC 1600

COURSE TITLE: Introduction to Public Speaking

CREDIT HOURS: 3

CONTACT HOURS BREAKDOWN:

Lecture/Discussion 48

Lab

Other

Contact Hours/Week 3

CATALOG COURSE DESCRIPTION:

Prerequisite: None

Corequisite: None

Upon successful completion of this course the students should have acquired an understanding of, and the ability to use techniques of public speech communication, including structure and delivery of the public, business, and professional messages.

UNIT TITLES:

1. The Communication Process
2. Verbal Communication
3. Nonverbal Communication
4. Listening
5. Adaptation to the Audience
6. Speech Preparation
7. Organizing and Outlining a Speech
8. Speeches for Special Occasions (Optional)
9. Formal Group Communication (Optional)
10. Argumentation and Debate (Optional)

I. Course Overview:

Upon successful completion of this course, the students should have acquired an understanding of and an ability to use techniques of public speech communication including structure and delivery of the public message.

II. Units:

Unit 1. The Communication Process

General Outcome:

1.0 The students should gain an understanding of the elements involved in the communication process.

Specific Learning Outcomes:

The students who have successfully completed this unit should be able to:

1.1 Distinguish between intended and perceived messages.

1.2 Identify major elements in communication.

1.3 Identify effects of attitudes, values and emotion on perceptions.

COMPETENCIES ADDRESSED

1. DETERMINE THE PURPOSE OF ORAL DISCOURSE.

2. RECOGNIZE MAIN IDEAS

3. ATTEND WITH AN OPEN MIND.

4. PERCEIVE THE SPEAKER'S PURPOSE AND ORGANIZATION OF IDEAS AND INFORMATION.

5. RECOGNIZE THE SPEAKER'S ATTITUDE.

6. EMPLOY ACTIVE LISTENING TECHNIQUES WHEN APPROPRIATE.

Unit 2. Verbal Communication

General Outcome:

2.0 The students should gain an understanding of the importance of language usage for effective public speaking.

Specific Learning Outcomes:

The students who have successfully completed this unit should be able to:

2.1 Adapt verbal delivery to various audiences and situations.

2.2 Identify appropriate usage of various speaking styles.

2.3 Develop vocabulary skills.

2.4 Distinguish between denotative and connotative word meanings.

COMPETENCIES ADDRESSED

1. FULFILL THE PURPOSE OF ORAL DISCOURSE BY DEMONSTRATING CAREFUL CHOICE OF WORDS.

2. ARTICULATE CLEARLY.

3. EMPLOY THE LEVEL OF AMERICAN ENGLISH APPROPRIATE TO THE DESIGNATED AUDIENCE.

Unit 3. Nonverbal Communication

General Outcome:

3.0 The students should gain an understanding of the codes of message effectiveness for public speaking.

Specific Learning Outcomes:

The students who have successfully completed this unit should be able to:

3.1 Identify the codes of nonverbal communication.

3.2 Distinguish functions performed by nonverbal messages.

3.3 Project natural animation in message presentation.

3.4 Project appropriate images to listeners through satisfactory use of posture, movement, gestures, eye contact, and facial expressiveness.

3.5 Demonstrate vocal volume, rate, quality, pitch, articulation, and pronunciation.

COMPETENCIES ADDRESSED

1. EMPLOY VOCAL VARIETY IN RATE, PITCH, AND INTENSITY.

2. DEMONSTRATE NONVERBAL BEHAVIOR THAT SUPPORTS THE VERBAL MESSAGE.

3. RECOGNIZE DISCREPANCIES BETWEEN THE SPEAKER'S VERBAL AND NONVERBAL MESSAGES.

Unit 4. Listening

General Outcome:

4.0 The students should gain an understanding of the important requisites for listening in public speaking situations.

Specific Learning outcomes:

The students who have successfully completed this unit should be able to:

4.1 Differentiate between active, empathic, critical and evaluative listening.

4.2 Differentiate methods that gain and maintain audience attention.

4.3 Apply critical listening skills as members of an audience.

COMPETENCIES ADDRESSED

1. DETERMINE THE PURPOSE OF ORAL DISCOURSE.

2. RECOGNIZE MAIN IDEAS

3. IDENTIFY SUPPORTING DETAILS.

4. RECOGNIZE EXPLICIT RELATIONSHIPS AMONG IDEAS.

5. RECALL BASIC IDEAS AND DETAILS.

6. ATTEND WITH AN OPEN MIND.

7. PERCEIVE THE SPEAKER'S PURPOSE AND ORGANIZATION OF IDEAS AND INFORMATION.

8. DISCRIMINATE BETWEEN STATEMENTS OF FACT AND STATEMENTS OF OPINION.

9. DISTINGUISH BETWEEN EMOTIONAL AND LOGICAL ARGUMENTS.

10. DETECT BIAS AND PREJUDICE.

11. RECOGNIZE THE SPEAKER'S ATTITUDE.

12. SYNTHESIZE AND EVALUATE BY DRAWING LOGICAL INFERENCES AND CONCLUSIONS.

13. RECALL THE IMPLICATIONS AND ARGUMENTS.

14. RECOGNIZE DISCREPANCIES BETWEEN THE SPEAKER'S VERBAL AND NONVERBAL MESSAGES.

15. EMPLOY ACTIVE LISTENING TECHNIQUES WHEN APPROPRIATE.

Unit 5. Adaptation to the Audience

General Outcome:

5.0 The students should gain an understanding of the factors that persuade an audience.

Specific Learning Outcomes:

The students who have successfully completed this unit should be able to:

5.1 Recognize contemporary theories of attitude change.

5.2 Relate audience attitude change to its hierarchy of needs.

5.3 Identify the impact of source credibility (character, knowledge, and dynamism) on attitude change.

5.4 Recognize factors associated with interpersonal attraction.

5.5 Select a topic appropriate to an audience.

5.6 Identify the importance of occasion and environment to message acceptance.

COMPETENCIES ADDRESSED

1. DETERMINE THE PURPOSE OF ORAL DISCOURSE.

2. CHOOSE A TOPIC AND RESTRICT IT ACCORDING TO THE PURPOSE AND THE AUDIENCE.

3. DEMONSTRATING SUITABLE INTERPERSONAL SKILLS.

4. RECOGNIZE MAIN IDEAS

5. PERCEIVE THE SPEAKER'S PURPOSE AND ORGANIZATION OF IDEAS AND INFORMATION.

.6. DISCRIMINATE BETWEEN STATEMENTS OF FACT AND STATEMENTS OF OPINION.

.7. DISTINGUISH BETWEEN EMOTIONAL AND LOGICAL ARGUMENTS.

8. DETECT BIAS AND PREJUDICE.

9. RECOGNIZE THE SPEAKER'S ATTITUDE.

10. RECALL THE IMPLICATIONS AND ARGUMENTS.

Unit 6. Speech Preparation

General Outcome:

6. 0 The students should gain the ability to locate information required for an effective speech presentation.

Specific Learning Outcomes:

The students who have successfully completed this unit should be able to:

6.1 Identify major purposes underlying speech presentation.

6.2 Create a speech based on a specific thesis.

6.3 Employ visual aids appropriate to a given speech.

6.4 Distinguish types of evidence.

6.5 Develop the mechanics for locating supportive materials.

6.6 Identify forms of logical reasoning.

COMPETENCIES ADDRESSED

1. DETERMINE THE PURPOSE OF ORAL DISCOURSE.

2. CHOOSE A TOPIC AND RESTRICT IT ACCORDING TO THE PURPOSE AND THE AUDIENCE.

3. FULFILL THE PURPOSE OF ORAL DISCOURSE BY FORMULATING A THESIS STATEMENT.

4. FULFILL THE PURPOSE OF ORAL DISCOURSE BY PROVIDING ADEQUATE SUPPORT MATERIAL.

5. FULFILL THE PURPOSE OF ORAL DISCOURSE BY SELECTING A SUITABLE ORGANIZATIONAL PATTERN.

.6. FULFILL THE PURPOSE OF ORAL DISCOURSE BY DEMONSTRATING CAREFUL CHOICE OF WORDS.

7. RECOGNIZE MAIN IDEAS

8. IDENTIFY SUPPORTING DETAILS.

9. DISCRIMINATE BETWEEN STATEMENTS OF FACT AND STATEMENTS OF OPINION.

10. DISTINGUISH BETWEEN EMOTIONAL AND LOGICAL ARGUMENTS.

Unit 7. Organizing and Outlining a Speech

General Outcome:

7.0 The students should gain the ability to select and organize speech materials.

Specific Learning Outcomes:

The students who have successfully completed this unit should be able to:

7.1 Adapt a speech structure to specific audiences.

7.2 Distinguish types of outlines.

7.3 Sequence -materials for effective construction.

7.4 Select and phrase major and minor ideas for the body of the speech.

7.5 Distinguish methods which effectively introduce and conclude the speech.

7.6 Recognize the importance of preparation and practice for speech presentation.

COMPETENCIES ADDRESSED

1. DETERMINE THE PURPOSE OF ORAL DISCOURSE.

2. CHOOSE A TOPIC AND RESTRICT IT ACCORDING TO THE PURPOSE AND THE AUDIENCE.

3. FULFILL THE PURPOSE OF ORAL DISCOURSE BY FORMULATING A THESIS STATEMENT.

4. FULFILL THE PURPOSE OF ORAL DISCOURSE BY PROVIDING ADEQUATE SUPPORT MATERIAL.

5. FULFILL THE PURPOSE OF ORAL DISCOURSE BY SELECTING A SUITABLE ORGANIZATIONAL PATTERN.

6. FULFILL THE PURPOSE OF ORAL DISCOURSE BY DEMONSTRATING CAREFUL CHOICE OF WORDS.

Unit 8. Speeches for Special Occasions (optional)

General outcome:

8.0 The students should gain skills of speech preparation for special occasions.

Specific Learning Outcomes:

The students who have successfully completed this unit should be able to:

8.1 Identify various types of special occasions.

8.2 Adapt speech content to special occasions.

8.3 Adapt speech delivery to special occasions.

COMPETENCIES ADDRESSED

1. DETERMINE THE PURPOSE OF ORAL DISCOURSE.

2. CHOOSE A TOPIC AND RESTRICT IT ACCORDING TO THE PURPOSE AND THE AUDIENCE.

.3. DEMONSTRATING SUITABLE INTERPERSONAL SKILLS.

4. EMPLOY VOCAL VARIETY IN RATE, PITCH, AND INTENSITY.

5. ARTICULATE CLEARLY.

6. EMPLOY THE LEVEL OF AMERICAN ENGLISH APPROPRIATE TO THE DESIGNATED AUDIENCE.

7. DEMONSTRATE NONVERBAL BEHAVIOR THAT SUPPORTS THE VERBAL MESSAGE.

Unit 9. Formal Group Communication (Optional)

General Outcome:

9.0 The students should gain an understanding of the elements that facilitate formal group discussion.

Specific Learning outcomes:

The students who have successfully completed this unit should be able to:

9.1 Set an agenda for a meeting.

9.2 Practice conflict-resolution techniques.

9.3 Recognize appropriate styles of leadership.

9.4 Generate ideas through brainstorming.

9.5 Identify the roles and demonstrate the functions of effective group membership.

COMPETENCIES ADDRESSED

1. DEMONSTRATING SUITABLE INTERPERSONAL SKILLS.

2. EMPLOY THE LEVEL OF AMERICAN ENGLISH APPROPRIATE TO THE DESIGNATED AUDIENCE.

3. DEMONSTRATE NONVERBAL BEHAVIOR THAT SUPPORTS THE VERBAL MESSAGE.

4. ATTEND WITH AN OPEN MIND.

5. DISCRIMINATE BETWEEN STATEMENTS OF FACT AND STATEMENTS OF OPINION.

6. DISTINGUISH BETWEEN EMOTIONAL AND LOGICAL ARGUMENTS.

7. DETECT BIAS AND PREJUDICE.

8. RECOGNIZE THE SPEAKER'S ATTITUDE.

9. RECOGNIZE DISCREPANCIES BETWEEN THE SPEAKER'S VERBAL AND NONVERBAL MESSAGES.

10. EMPLOY ACTIVE LISTENING TECHNIQUES WHEN APPROPRIATE.

Unit 10. Argumentation and Debate (optional)

General Outcome:

10.0 The students should be able to understand how to construct, evaluate, and defend oral arguments.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

10.1 Locate and record information that supports a specific proposition for debate.

10.2 Construct and present convincing arguments using sound reasoning and appropriate information.

10.3 Recognize logical arguments and fallacies in arguments.

10.4 Evaluate the probative force of evidence.

10.5 Develop the ability to spontaneously adapt a message in response to contrary information presented by an advocate of an opposing view.

10.6 Demonstrate the ability to refute arguments that are illogical of factually incorrect.

10.7 Effectively advocate for a proposition, while demonstrating command of verbal, nonverbal, and vocal communication skills.

COMPETENCIES ADDRESSED

1. DETERMINE THE PURPOSE OF ORAL DISCOURSE.

2. FULFILL THE PURPOSE OF ORAL DISCOURSE BY FORMULATING A THESIS STATEMENT.

3. FULFILL THE PURPOSE OF ORAL DISCOURSE BY PROVIDING ADEQUATE SUPPORT MATERIAL.

4. FULFILL THE PURPOSE OF ORAL DISCOURSE BY SELECTING A SUITABLE ORGANIZATIONAL PATTERN.

5. FULFILL THE PURPOSE OF ORAL DISCOURSE BY DEMONSTRATING CAREFUL CHOICE OF WORDS.

6. RECOGNIZE MAIN IDEAS

7. IDENTIFY SUPPORTING DETAILS.

8. RECALL BASIC IDEAS AND DETAILS.

9. PERCEIVE THE SPEAKER'S PURPOSE AND ORGANIZATION OF IDEAS AND INFORMATION.

10. DISCRIMINATE BETWEEN STATEMENTS OF FACT AND STATEMENTS OF OPINION.

11. DETECT BIAS AND PREJUDICE.

12. SYNTHESIZE AND EVALUATE BY DRAWING LOGICAL INFERENCES AND CONCLUSIONS.

13. RECALL THE IMPLICATIONS AND ARGUMENTS.

14. EMPLOY ACITVE LISTENING TECHNIQUES WHEN APPROPRIATE.

Special Student Projects

1. Individual presentations
2. Take-home assignments
3. In-class exercises
4. Audio-visual aids
5. Group presentations
6. Examinations

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